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ABSTRACT

This document, one of 12 guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel in Illinois, covers vocational needs assessment to identify discrepancies between the needs of the community and the school programs available to meet those needs. The guide has been designed to aid the person who has responsibility for leading this particular activity. It includes three sections. The first section on preliminary considerations contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss the activity. The second section of the guide is a procedure/task breakdown, which outlines suggested tasks for conducting the evaluation activity. The third section contains supporting documents, including information handouts, example documents, and references. (KC)

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Assessing Community Needs

Local Leader Guide XII

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This Local Leader Guide is one of twelve guides that constitute the Locally-Directed Evaluation Handbook. These guides are designed to assist local education agency personnel in conducting internal or self evaluations.

Locally-Directed Evaluation Handbook

Second Edition

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Introduction

This is one of twelve guides that have been developed to facilitate evaluation by and for local education agency (LEA) personnel. This guide has been designed to aid the individual who has assumed responsibility for leading this particular activity. It includes three sections: 1) Preliminary Considerations; 2) Procedure/ Task Breakdown; and 3) Supporting Documents. All parts of this document are suggested, the local staff is encouraged to adapt or change any procedures and instruments to meet the needs of its agency.

The first section of this Local Leader Guide entitled "Preliminary Considerations" contains a brief explanation of this evaluation activity and the necessary steps to prepare for the evaluation undertaking. Suggestions are included for holding a staff meeting to discuss this activity.

The second section of this guide is the "Procedure/ Task Breakdown." This breakdown outlines suggested tasks for conducting this evaluation activity. The tasks have been followed in the field tests. However, these tasks are flexible and should be adapted in each LEA.

The third section of this guide contains "Supporting Documents." These documents include: 1) information handouts, 2) example documents, and 3) references. Information handouts contain valuable information which will assist in conducting this activity. Example documents are forms which can be utilized with this evaluation activity. References include bibliographies and sources of information for additional assistance. These supporting documents have been developed and used in other LEAs. However, they can be adapted and revised to fit your specific needs. The local leader may wish to duplicate and distribute these supporting documents and work on this activity.

The value of this evaluation effort is dependent upon a team effort in obtaining and utilizing results. By combining these results with those of other activities of an evaluation system, the improvement of educational programs and services can begin.

Preliminary Considerations

The purpose of a vocational needs assessment is to identify the discrepancies between the needs of the community and the programs available to meet those needs. The task of identifying new vocational programs—or adapting existing curricula—requires constant monitoring of student interests, community needs and citizen expectations. The vocational educator should conduct a periodic community needs assessment which can be useful for identifying a new vocational program or for verifying the need for the current vocational programs offered in the community.

This activity has been developed to assist local vocational educators to:

1. identify and document the needs and interests of the community served with respect to the local vocational programs currently offered,
2. project future vocational programs which will meet the employment needs of local employers, related to student interests and be consistent with citizen expectations.

Background

It is assumed that the local school staff has identified some areas in which it anticipates curricula change or plans the addition of new programs. Also, it is assumed that the local school staff desires to develop a systematic, rational and verifiable process from which curricula changes or additions can be made.

In the first assumption, the local vocational staff realizes that societal change impacts the employment of the school's graduates. For example, in the secretarial science curricula many of the graduates find that their employees require a word processing background as a part of the entry skill requirements. The local vocational educator should assess whether there is a need for a new vocational program in word processing technology or whether minor curricula revisions can be made within the existing courses. This decision requires "hard" data and a systematic effort is required to obtain the needed information. The second assumption pertains to the process for conducting a local community needs assessment. The approach described in this activity is a methodology in which the local vocational staff can select one of three approaches to gathering information. The outlined process starts with setting up a representative team, describes survey construction and ends with suggestions on "action planning" related to the final survey report recommendation.

Establishing Direction

Two approaches exist for identifying new vocational programs. The first, and most common, is the informal approach. This usually involves scattered verbal reports to instructors and administrators of changes or additions which should be made. These verbal reports may come from a local employer complaining about schools not doing their job, or from a disgruntled parent who is discouraged because his/her child cannot get a meaningful job. No attempt is made in informal approaches to systematically record and gather these perceptions from a larger, more representative group. The second approach is the formal survey approach which takes more time but which will provide the LEA with solid evidence on which direction the vocational programs should be developed.

A systematic survey approach to assessing local community needs will provide information and involvement from diverse community groups in the LEA's planning effort. This information will not dictate the final decision to be made but will become a solid frame of reference from which rational vocational planning decisions can be made.

The first step in developing a formal assessment is to obtain approval from key sanctioning individuals in the community. A brief personal visit to the following will allow a broad-base of support for the activity:

LEA Administrators (Principal, Superintendent)
Director of Local Chamber of Commerce
County Superintendent
County Economic Development Office

The second formal step is to create a receptive school and community climate for the assessment. This can be done by communicating orally and in writing the expected outcomes of the assessment:

Help the LEA remain up-to-date by establishing new programs and revising existing ones.
Help the LEA develop information useful for planning, evaluating and accrediting.
Help the LEA establish better relations with the business community and citizen groups.

The staff should be concerned with providing a balanced picture of what the assessment can and cannot do. Some of the retarding factors which a survey cannot overcome are: rapid shifts in public opinion, influence of media in creating illusory needs, citizen disillusionment with schools and the inability to collect data which predicts long-term (over 5 years) needs.

The following material is presented to give the local vocational leader a systematic step-by-step process for conducting a valid community needs assessment. The process is identified in task breakdowns, followed by a variety of useful sample surveys, and research process forms.

Procedure/Task Breakdown

Task A: Establish a Community Needs Assessment Team to Plan and Coordinate the Survey

1. A group of six to eight interested LEA and community staff should be identified and contacted by the needs assessment local leader. Typical individuals who might be invited to work on the task force are:
   - Director of Vocational Education
   - Vocational Education Instructors
   - Curriculum Development Specialist
   - Career Education Counselor
   - Community Member from Vocational Program Advisory Committee
   - Employer
   - Member from CETA Agency
   - Chamber of Commerce
   - Community College Institutional Researcher

   The membership recruitment strategy for the above individuals should stress that the task force has identified them because of their background and interests in the school's vocational programs. The local leader should stress that the meetings will be: brief, task-oriented and the overall project will be completed in 3 months. Once the team has been identified, a news release to local newspapers should be sent out. This release should announce the proposed survey and the team members' names.
2. A Team charge will be developed and sent to the individuals who expressed interest in the Team recruitment phase. This charge should be clear, concise and void of educational jargon. An example of a charge is found in *Example Document 12-1.*
3. The major tasks to be accomplished must be identified by the local leader and sub-task teams assigned to accomplish these activities. The major tasks for a community vocational needs assessment are:
   a. Development of employer survey,
   b. Development of student survey,
   c. Development of citizen survey,
   d. Gathering of relevant existing data, and
   e. Data analysis and reporting.
4. A specific agenda for the first meeting must be developed and this agenda should be mailed out prior to the first meeting. The agenda should identify the key points to be discussed at the meeting. An example of an agenda is found in *Example Document 12-2.*

Task B: Orient Task Force and Review Major Responsibilities

1. All team members should have a clear understanding of the purpose of the needs assessment and what the expected outcomes will be. Typical assessment outcomes are:
   - Identification of new vocational programs,
   - Increased employer interest in school's vocational programs,
   - Assessment of need for existing programs, and
   - Increased citizen interest in school's vocational progams.
2. The overall approach to the community needs assessment should be discussed with the team. The approach will emphasize a combination of surveying, interviewing, and analysis of existing data. To accomplish a multifaceted survey approach requires detailed listing of specific work tasks. An example of these work tasks is in *Information Handout 12-1.*
3. Team members should be shown samples of survey forms and interview schedules which orient group members to the major activities of "Task A-3". Team members are asked to volunteer for one of the major tasks in "Task A-3". If the LEA or institution has conducted needs assessment or student follow-up surveys in previous years, these results should be shared and the LEA use of the results discussed.
4. It may be necessary to identify other volunteer staff. Also, the group should identify other sources of pertinent community data and possible printing, mailing and data processing services which can be tapped. The team can efficiently identify additional staff, data and supportive services by conducting a 10-15 minute brainstorm exercise.

Task C: Determine the Scope and Goals of the Assessment

1. During the first meeting, a judgement of the team members' immediate needs for data on various aspects of vocational programs should be undertaken. These needs should be compiled in a comprehensive list. The local leader should try to incorporate as many of the team members' needs as possible. This will maintain high member motivation and participation. These needs may range from evaluative data on existing programs to the need to buy up-to-date equipment for a current program.
2. The geographical area for the survey must be defined. Several factors must be considered in this decision.
   a. Area where current graduates find employment.
   b. Distribution of business-industrial community.
   c. Manpower and cost considerations relative to size of employer population which can be surveyed.
3. Determine the specific goal(s) of the needs assessment. Possible goals to consider:
   a. To determine the need for a *specific* vocational program, for example, "Word Processing Operators".
   b. To identify a *variety* of possible new vocational programs which could be explored for future development.
   c. To evaluate the community need and interest in a specific *list* of new vocational programs.
   d. To identify—through task analysis—the skills and abilities needed for existing vocational curricula jobs which are undergoing rapid change in the marketplace.
4. Consensus should be reached by the task force on the central focus of the community needs assessment. The clearer this focus is made by the group, the better the chances are that the survey will succeed. Consensus forming techniques can utilize sophisticated delphi or convergence strategies or simple group voting. A "rule of thumb" is that the final assessment goal which

meets the greatest number of the group's needs as identified in "Task C-1" will insure a motivated and productive task group throughout the survey project.

Task D: Develop Key Survey Questions and Identify Specific Survey Target Groups

1. Once the task force has determined the specific goal of the needs assessment the next step is the listing of key survey questions. These questions will become the major components of the survey forms. An example of key questions for an employer needs assessment which focuses on determining the need for word processing techniques would be:
   - Do you currently utilize word processing equipment in your firm?
   - How many employees do you have who use word processing skills?
   - How many word processing employees will you hire during the coming year?
   - How many word processing employees do you anticipate hiring five years from now?

   These questions will become the basis for constructing the survey instruments in "Task F".
2. Identifying new vocational programs should involve an assessment strategy which examines need from a variety of community perspectives. The task force must decide the specific target groups which will be included in the survey. Since a vocational program involves a wide range of participants, at least four groups should be considered for inclusion in the survey:
   - Area Exmployers
   - Current Students
   - Vocational Educators
   - Citizens

Task E: Choose Specific Survey Method for Conducting Data Collection

1. A variety of methods exist for collecting survey data. Each of these methods has strengths and weaknesses which the task force members should recognize before a final approach is chosen. These methods are evaluated in the table below.

Factor / Method	Per Unit Cost	Return Rate	Staff Time Needed	Accuracy of Response	Analyzability of Data
Telephone	Low cost if calls are local	Good	Large amount	Mixed—difficult to ask a lot of questions	Low
Personal Interview	High cost unless volunteers used	Good	Large amount	High	Low
Mail	Medium cost due to postage	Low	Low amount	High	High

2. After the team has examined the strengths and weaknesses of the data gathering approaches, the task force should consider a *combination approach.* This involves using a structured-mail-type survey instrument administered to collected target groups; for example, businessmen at a Chamber of Commerce meeting, parents at a Parent-Teachers Organization (PTO) and students in class. Telephone and personal interviews could be used for follow-up of people who were missed at the collected group meeting.
3. Another valuable source of data which should be collected in a community needs assessment activity is information which already exists and does not have to be collected. These data are called secondary data:
   - Job openings for a 3 week period in several want ad sections of area newspapers
   - Estimates by Chamber of Commerce of new business growth
   - New program directions by area vocational training centers and community college
   - Job predictions from latest edition of U.S. Government *Occupational Outlook Handbook*
   - Statistics from Regional U.S. Bureau of Labor Statistics for new area occupational growth
4. An important decision must be made about how many of the target groups should be included in the survey. Will all of the target group be asked the survey questions? If yes, this approach to sampling is called conducting a survey census. If not all of the members of target groups can be effectively surveyed, then a sample of the group should be taken. This approach is called probability sampling. Random sampling and stratified sampling are the most common sampling approaches used in community needs assessment.

Task F: Construct the Survey Instrument and Related Materials

1. In constructing a structured survey instrument which can be mailed or used in collected group settings, the following major parts must be included:
   - Name of study and sponsoring agency at top
   - Directions for responding
   - Background data requested
   - Body of survey—key questions
   - Response categories
   - Return address information
2. The body of the survey contains the key questions (these were initially identified in "Task D-1") which need to be written in simple, clear, concise statements. By following these rules in developing this section, a high and accurate response rate will occur:
   - Select only items that are relevant
   - Items should relate directly to goal of survey
   - Use words understood by the 8th grade level
   - Avoid complex sentences
   - Avoid education jargon
   - Keep survey *short*
3. Along with developing the key questions, the task force needs to determine the appropriate response category which respondents will use to record reactions. A variety of category possibilities exist:
   - yes-no
   - strongly agree, agree, disagree, strongly disagree
   - open-ended—a general question is asked and respondent provides written or verbal reaction
   - multiple choice
4. The final phase of instrument development is to prepare appropriate support materials such as: cover letters, group administration directions, return envelopes. If a personal interview method is going to be used then training materials will need to be developed along with proper recording instructions.

5. Copies of sample questionnaires can be found in *Example Documents 12-3—12-8.* Cover letters are *Example Documents 12-9 and 12-10.*

Task G: Conduct Pre-Test of Survey Instruments and Related Materials

1. All survey materials should be pre-tested on a small group of people who will react similarly to the target population. Ask the pre-test group to circle directions and questions which are not clear to them. The larger the pre-test group, the more accurate the final survey form will be.
2. Take all of the suggestions obtained during the pre-test phase and make appropriate revisions.

Task H: Execute the Survey

1. A mailing schedule, personal interview appointments, and telephone schedules all need to be planned and written down. Each of these methods requires different time allocations. For example, a mailed questionnaire will require the following:

Activity	Estimated Time
Preparation, collation and envelope stuffing	2½ weeks
Postcard sensitization	3 days
First mailing and return	2 weeks
Second mailing and return	2 weeks

(In mail surveys, large quantities [usually in excess of 200] can be sent as bulk mail and will result in substantial postage savings).
2. A useful first step for all of the data collection methods (telephone, mail, personal interviews) is to send a postcard as a sensitizing procedure. This informs the respondent that a survey is going to be conducted and that he or she will be contacted very soon. The survey contact should be made within a week after this postcard mailing.
3. During the data collection phase, an accurate record of responders should be kept. If interviews are being conducted via telephone or in person, the responding target group can be accurately monitored. For mailed surveys, either check off names or code numbers as the forms are returned.
4. For non-responders, a follow-up mailing, telephone call or personal visit should be scheduled within two weeks of the first contact.

Task I: Code and Analyze the Data

1. Telephone and personal interview data is difficult to code. The local leader will need to develop a coding scheme which provides the data coders with discrete categories for the narrative data they will be analyzing.
2. Structured survey forms lend themselves either to a hand tally method or to automated data processing equipment. An example of hand tallying and appropriate coding instructions for data processing can be found in *Information Handout 12-2.*
3. Once the data have been coded and aggregated, the next step is to put all the data into tables for each survey question. Tabling the findings helps the task force see trends and important findings in the survey data.
4. Three levels of analysis should be pursued for the typical community needs assessment survey:
   a. An overall summary of all responses for all questions
   b. A separate summary for each target group for all questions
   c. An analysis of variables within the survey resulting in comparisons of groups within groups
5. Examples of these analyses can be found in *Information Handout 12-3 and 12-4.*
6. Simple descriptive statistics should be used in analyzing the data. These data lend themselves to the following descriptive statistics:
   - Percentages
   - Mean
   - Median
   - Mode
   - Standard deviation

Task J: Develop a Written Community Assessment Report

1. After the data have been tabled and analyzed the survey results are now ready to be written. These results typically are put into a research report form which has the following sections:
   - Highlights
   - Methodology
   - Results
   - Discussion
   - Recommendation
   - Appendix includes
     - copies of instruments
     - extra data displays
2. The writing style of a research report should emphasize short, clear journalistic sentences (void of jargon), short paragraphs, tables and charts. The task force should dress up the report with a fancy cover, spiral binding, a preface, table of contents, and organize the report in an outline format. All of these embellishments will generate reader interest.
3. Once a rough draft has been completed, ask some colleagues to read the report and point out awkward word choice or unclear sentence constructions. Refine the final report with these suggestions in mind.
4. Lastly, prepare a two-page executive summary (or abstract) which can be used for widespread distribution.

Task K: Communicate Report to Interested Audiences

1. Each task force member should be given copies of the report for their own personal distribution to their significant colleagues, supervisors and support groups. Also, copies should be sent to key responders (e.g., major businesses which were involved in survey).
2. The local leader should request of the proper authority permission to distribute the report to the board of counties and public. If possible, a short oral report on the findings could be presented at a board meeting.
3. Send two page summary to local press for a short article. Report the list of the task force members who worked on survey.
4. Send thank you letters to all staff who assisted in the needs assessment.

Task L: Implement Results Through Team Planning

1. The local leader should take each recommendation from the report and assign key LEA personnel to an ad hoc committee. The purpose of these committees will be to brainstorm strategies for accomplishing the key outcomes from the survey.
2. The ad hoc committees should utilize action planning breakdowns for developing a systematic approach to implementing the recommendations. See *Example Document 12-11* for management action plan breakdown.
3. Once the action planning has been completed, these materials should be submitted for final approval by the chief executive office of the LEA.

Information Handouts

No.	Page Number
12-1. Task Checklist	12
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12-3. Overall Composite Analysis and Target Group Analysis	14
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Information Handout 12-1

Task Checklist

Survey Task Checklist

Task	Completion Deadline	Personnel Responsible
1. Identify Goal of Survey. . . .		
2. Develop Specific Questions. . . .		
3. Identify Target Populations. . . .		
4. Develop Sampling Approach. . . .		
5. Obtain Addresses. . . .		
6. Develop Instrument(s). . . .		
7. Pre-Test Instruments. . . .		
8. Finalize and Copy Instruments. . . .		
9. Develop Administration Directions		
• For Interviews. . . .		
• For Mail. . . .		
10a. (For Interview or Telephone Approach)		
• Develop Visitation Schedule. . . .		
• Develop Interviewer Kit		
• Train Interviewers		
• Develop Coding Instructions		
10b. (For Mail Approach)		
• Develop Cover Letters		
• Develop Return Pre-Addressed Envelopes		
• Develop Pre-Sensitization (Pre-Survey) Card Mailing. . . .		
• Develop Second Mailing Cover Letter		
• Develop Coding Instructions		
11. Record Data (Hand or Data Processing). . . .		
12. Analyze Data		
• Overall Composite. . . .		
• Target Group Summaries. . . .		
• Comparisons by Groups. . . .		
13. Put Data in Tables. . . .		
14. Write Report Draft. . . .		
15. Solicit Reactions to Report Draft. . . .		
16. Write Recommendations. . . .		
17. Submit Report to Appropriate Officials. . . .		
18. Send Report to Task Groups. . . .		
19. Send out Newsrelease. . . .		

Information Handout 12-2

Data Coding and Tallying

I. Hand Tabulated Directions

Re-type the survey form and add enough space so that responses can be tallied by hand for each item and each response category. An example of tallying responses by hand follows:

Question 1:
There is a current need for high school trained word processing techniciarıs.

	Agree	Neutral	Disagree
	𝍸 𝍸 𝍸 II	III	III
Total:	12	3	3

II. Data Processing Data Coding

If the LEA has automated data processing equipment, the research task force must do two steps in the data coding activity:

1. identify the number of card columns necessary for each survey question.

   Example:

   1. There is a current need for school trained word processing technicians. Agree (1) Neutral 2 Disagree 3

   cc 1

(In this example, one card column is necessary on a computer card to record the response. Each question must have a card column designated. Typically, these card column designations are put in the far left column of a survey form.)

2. Input the data into machine readable form through either keypunching data onto cards or through on-line terminal entry.

Information Handout 12-3

Overall Composite Analysis and Target Group Analysis

A. Composite Analysis

Results from the surveys of all the groups should be tallied (either by hand or by data processing) as one group. The results is what is called a composite survey analysis. An example of this approach would be the following:

1. There is a current need for high school trained word processing technicians.

	Agree	Neutral	Disagree
	SSSS EEE EEE PPPPPP	SSS EE P	SSSS E PPP
Composite Total:	16	6	8

S = Students
E = Employers
P = Parents

B. Target Analysis

Each question can also be analyzed by each separate responding group. Using the above example for Question 1 would result in the following group totals.

	Agree	Neutral	Disagree
a.) Students	4	3	4
b.) Employers	6	2	1
c.) Parents	6	1	3

Information Handout 12-4

Intergroup Analysis

The attached chart combines data from two target groups. Employees were asked to report job openings for which they would hire people over the next year. Students were asked to indicate their interest in a variety of occupational titles.

Data from all the employers' surveys were combined and listed in order from highest (or greatest need) to lowest (no job openings anticipated). Students' data were similarly listed.

The attached table shows where students and employers are in agreement or disagreement. A typical analysis of attached table would be:

1. Students had highest interest and employers had highest number of job openings in:
   a.) data entry technicians
   b.) data processing programmers
2. Students had lowest interest and employers had no job openings in:
   — sewage treatment operators

This analysis can be completed for each cell of the table.

Vocational Program Interest Analysis

Intergroup Comparison

Employer Hiring Interest

Student Interest	High No. of Openings	Above Average Openings	Some Openings	No Openings
Highest Interest	*data entry operator* *data processing programmer*	*automatic mechanic*	*welder*	
Above Avg. Interest	*secretarial word processing technician*		*child care worker*	
Low Interest	*turret lathe operator*	*clerk-typist*	*keypunch operator*	
No Interest	*plastic technician*			*sewage treatment operator*

Example Documents

No.		Page Number
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12-11.	Management Action Plan	Inside Back Cover

Example Document 12-1

TASK FORCE CHARGE

School Letterhead

TO: Members of Task Group (use names)

FROM: LEA Superintendent or President

RE: Task Group Charge

Thank you for volunteering to serve on the Community Needs Assessment survey task group. This group is undertaking an important activity for our district. The following charge to this group reflects the need for this project and is offered as a statement of purpose and direction.

A. Purpose of Survey: to identify new vocational programs which the district should consider over the next 3 years.

B. Target Population: try to involve several different community and school groups who either possess relevant opinions or who will be impacted by the new programs.

C. Budget Constraints: my office will allocate $ _____ for costs unique to this survey.

D. Deadline: my office needs your final report within ___ months.

E. Interim Report: Please send me a short written progress report in ___ months.

I pledge my office's full cooperation for this activity.

Example Document 12-2

FIRST MEETING AGENDA

LEA Letterhead

TO: Task Force Members (use names)

FROM: Survey Project Director

RE: First Meeting Agenda for Needs Assessment Task Force
(list place and time for meeting)

Listed below is the agenda for our first meeting. I will try to follow this as closely as time will allow. The meeting will last no more than 60 minutes.

A. Call to Order
B. Introduce Task Force Members
C. Review of Task Force Charge
D. Identify Members Areas of Needed Information
E. Agree on Major Survey Questions
F. Review and Discuss Survey Task Breakdown
G. Assign Members to a Major Task Activity
    . Student Survey
    . Employer Survey
    . Citizen Survey
    . Data Gathering
H. Announce Next Meeting Time and Place

Example Document 12-3

HUMAN SERVICES OCCUPATIONS SURVEY

Directions: Answer the questions below to the best of your knowledge. Written responses of explanation will be appreciated.

A. Agency name: _____

B. Address: _____

C. Telephone: _____

D. Contact person: _____

E. Total number of employees: _____

F. Total number of jobs requiring educational degrees, diplomas, or certificates:

_____

G. With all other factors equal between two job applicants, would you tend to hire (at a higher salary) the one applicant who has had formal training for the job? Yes_____ No_____ Makes no difference_____

H. As explained in the cover letter, provide the appropriate figures below for those job titles:

	1977	1980	1985	Estimated Turn-Over High	Medium	Low
(1)						
(2)						
(3)						
(4)						

I. Other areas in which we could assist you:

Example Document 12-4

BUSINESS AND INDUSTRY SURVEY

FIRM NAME_____

ADDRESS_____

Name of Person Interviewed_____

Telephone_____Position_____

Manufacturing produce/service provided_____

_____

1. How many full-time employees were on your payroll a year ago (January, 19__)?

   _____

2. How many full-time employees are on your payroll at the present time?

   _____

3. How many part-time employees were on your payroll a year ago (January, 19__)?

   _____

4. How many part-time employees are on your payroll at the present time?

   _____

5. What is your minimum hiring age?_____

6. Do you hire only males, only females, or both?

   _____a. only males

   _____b. only females

   _____c. both

7. What is your minimum educational level (years school completed) for employees? _____

8. What is the desirable educational level for new employees?

_____a. Professional

_____b. Some graduate school

_____c. 4-year college graduate

_____d. 1-3 years of college (business school, etc.)

_____e. High school graduate

_____f. 10-11 years of school

_____g. 7-9 years of school

_____h. 4-6 years of school

9. Is experience required of new employees? _____Yes _____No

If answer is yes, how many years experience is required?

_____

10. How do you obtain your employees?

_____Advertising

_____Friends and relatives

_____Employment service

_____Publice schools referral

_____Colleges and jr. colleges

_____Vocational tech. schools

_____Walk-ins

_____Other (specify)_____

_____

Which of the above is your primary source?_____

11. What percent of your employees are from outside your county?_____

12a. Do you have a high rate of turnover in your entry level employees?

Yes_____ No_____

12b. If yes, do you feel that prior training in a certain field would prevent the turnover?

Yes_____ No_____

12c. What training would you recommend?

_____

13. What do you think a trained employee in your field of employment should expect as an entry level wage?
$_____per month

14. Do you have a retirement plan for all employees?

Yes_____ No_____

If yes, explain:_____

_____

15. Will new employees age 55 and older be eligible for your retirement program?

Yes_____ No_____

If no, explain:_____

_____

16. What is the average age of your employees?_____years of age

17. In the past year, what percentage of missed work days was due to health problems?

_____%

18. Is your firm accessible by public transportation?

Yes_____ No_____

If yes, give proximity:_____

19a. What do you think is the major problem for businessmen in the area of hiring new employees?

_____

_____

19b. How could this problem be solved?_____

_____

_____

20. How many new employees do you plan to hire each year for the next five years?

a. '75_____

b. '76_____

c. '77_____

d. '78_____

e. '79_____

21. How many of your present employees do not have a high school diploma or equivalent?_____

22a. Do you expect to hire employees with less than a high school diploma or equivalent in the future?

Yes_____ No_____

If yes, approximately what number of employees will you hire w/o a high school diploma?

_____

22b. If yes, what special skills or training would you require of these employees?

_____

23. List present training programs which you feel contribute to the success of your operation and its employees:

_____

_____

Example Document 12-5

COMMUNITY SURVEY

SECTION A. GENERAL INFORMATION

1. Area in which you reside:

_____ 1. Bland County
_____ 2. Carroll County
_____ 3. Grayson County
_____ 4. Smyth County
_____ 5. Wythe County
_____ 6. City of Galax

2. Your age:

_____ 1. Under 21
_____ 2. 21 to 24
_____ 3. 25 to 35
_____ 4. 36 to 50
_____ 5. Over 50

3. Your sex:

_____ 1. Male
_____ 2. Female

4. Your level of education as of July, 1977:

_____ 1. Completed 8 grades or less
_____ 2. Attended high school
_____ 3. High school graduation
_____ 4. Completed some college work
_____ 5. Received associate degree
_____ 6. Received bachelor's degree
_____ 7. Received master's degree or higher

5. From the following list, check the description which best fits you. (Check only one.)

_____ 1. Professional (CPA, dentist, engineer, librarian, teacher, professor, etc.)
_____ 2. Semiprofessional and technical (draftsman, dental technician, engineering technician, nurse, surveyor, etc.)
_____ 3. Service (barber, beauty operator, policeman, practical nurse, etc.)
_____ 4. Managerial and office (bank officer, buyer, purchasing agent, store manager, etc.)
_____ 5. Clerical (bank teller, cashier, secretary, telephone operator, etc.)
_____ 6. Sales
_____ 7. Skilled (mechanic, bricklayer, carpenter, electrician, tradesman, etc.)
_____ 8. Semiskilled and unskilled (assembler, service station attendant, truck driver, etc.)
_____ 9. Housewife
_____ 10. Student
_____ 11. Retired
_____ 12. Unemployed
_____ 13. Other (please list)_____

6. What is your primary source of information about WCC?

_____ 1. Friends
_____ 2. Newspapers
_____ 3. Students
_____ 4. Radio and/or TV
_____ 5. Community groups (civic clubs)
_____ 6. Guidance counselors
_____ 7. College catalog
_____ 8. College brochures
_____ 9. Other (specify)_____

7. How familiar are you with WCC and its offerings?

_____ 1. Very _____ 2. Somewhat _____ 3. Not at all

8. Have you attended WCC for: (If yes, indicate last quarter enrolled and year.)
_____

_____ 1. Credit courses working toward degree, certificate, or diploma
_____ 2. Credit courses - general interest
_____ 3. Non-credit courses (special interest)
_____ 4. Have not attended Wytheville Community College

9. If the answer to Question 8 is yes, why did you attend?

_____ 1. My employer required it (or recommended it)
_____ 2. To earn a degree, certificate, or diploma
_____ 3. Because the course was of special interest to me
_____ 4. It cost less at WCC than at other schools
_____ 5. Other (list)_____

10. Have you ever thought of attending WCC but found some obstacle or problem which prevented it?

_____ 1. Yes _____ 2. No

11. If yes, what kind of problem or obstacle did you encounter?

_____ 1. Could not get a babysitter
_____ 2. Could not afford a babysitter
_____ 3. Class taught at wrong time to fit my schedule
_____ 4. Did not know how to apply for admission
_____ 5. Felt I was not qualified to attend the community college
_____ 6. Tuition and books were too expensive
_____ 7. Did not have transportation
_____ 8. Other_____

12. If you have never enrolled at WCC, please indicate the phrase that best describes your reason:

_____ 1. I am not interested in taking any courses at Wytheville Community College although I would like to take courses at another school.
_____ 2. I am not interested in taking any courses.
_____ 3. I already have a college education and don't know how your programs would be of service to me.
_____ 4. I am currently attending another college. (Please state where_____ _____ and area of study_____.

_____ 5. I do not have the time to take courses in addition to my family/work responsibilities.
_____ 6. I do not have my own transportation to get to the college.
_____ 7. I cannot find (or afford) a responsible person to care for my children.
_____ 8. Other (Please state)_____

13. The tuition for a full-time student is $100 per quarter. Do you feel this is:

_____ 1. Low _____ 2. About right _____ 3. Too expensive

14. Please check your yearly FAMILY income:

_____ 1. Under $7,500
_____ 2. $7,500 to $9,999
_____ 3. $10,000 to $12,499
_____ 4. $12,500 to $14,999
_____ 5. $15,000 and over

* *

SECTION B. WYTHEVILLE COMMUNITY COLLEGE SERVICES

1. TO YOUR KNOWLEDGE, Wytheville Community College: (CHECK ONE)

_____ 1. offers classes during day hours only.
_____ 2. offers classes day and night, and Saturday.
_____ 3. I don't know.

2. TO YOUR KNOWLEDGE, Wytheville Community College: (CHECK ONE)

_____ 1. offers courses at several off-campus locations.
_____ 2. offers courses only at the Wytheville campus.
_____ 3. I don't know.

3. AS FAR AS YOU KNOW, in order to take a course at Wytheville Community College, you must: (CHECK ONE)

_____ 1. have a high school diploma.
_____ 2. have graduated in the top half of your high school class.
_____ 3. be at least 18 years old or have a high school diploma.

4. IN YOUR OPINION, Wytheville Community College: (CHECK ONE)

_____ 1. offers basically the same programs as other colleges.
_____ 2. offers a variety of programs to meet the educational needs of our community.
_____ 3. primarily accepts those who cannot get into a four-year college.

5. WCC's library is open to the public. Have you borrowed books or other items from the library?

_____ 1. Yes, frequently.
_____ 2. Yes, sometimes.
_____ 3. No, but I was aware of this fact.
_____ 4. No, and I was not aware of this fact.

6. WCC has offered several plays and concerts to the public during 1976-77. Have you attended any?

_____ 1. Yes
_____ 2. No, but I was aware of this fact.
_____ 3. No, and I was not aware of this fact.

7. WCC publishes an Annual Report each year. Have you ever seen such a report?

_____ 1. Yes, and I read it. (Where did you see it?_____)
_____ 2. Yes, but I did not read it.
_____ 3. No, but I was aware of this fact.
_____ 4. No, and I was not aware of this fact.

8. WCC occasionally uses store display windows to present information on the college's programs. Have you ever seen one?

_____ 1. Yes (Where?_____)
_____ 2. No

9. Which statements about WCC do you <u>believe</u> to be true?

Yes	No		
_____	_____	1.	offers a four-year college degree
_____	_____	2.	offers two-year degree programs which lead to transfer to a four-year college
_____	_____	3.	offers two-year degree programs which train people for immediate careers in the fields of business, engineering, health sciences, and public services
_____	_____	4.	offers non-credit educational programs to provide an opportunity for personal development and to meet the needs of the community
_____	_____	5.	gears its programs to low income people

10. For each feature of Wytheville Community College listed below, please indicate your opinion as to the job you feel WCC is now doing.

Excellent	Fair	Poor	No Opinion		
_____	_____	_____	_____	1.	Provides good preparation for students who plan to transfer to the four-year college
_____	_____	_____	_____	2.	Provides proper job training for those students who will go directly into employment from the community college
_____	_____	_____	_____	3.	Provides a wide variety of special interest courses (choir directing, home wiring, decorating, camping, etc.)
_____	_____	_____	_____	4.	Provides courses at convenient times for people of the community

11. What changes in educational programs and opportunities at WCC would you like to see?

Yes	No	No Opinion		
_____	_____	_____	1.	Should college courses be offered in your community at a local church, high school or community building?
_____	_____	_____	2.	Should bus transportation be provided to and from your community to the college?

Yes	No	No Opinion		
____	____	____	3.	Should a child care center be provided on campus to aid students who have small children?
____	____	____	4.	Should the college have an intercollegiate athletic program?
____	____	____	5.	Should the college become involved in areas of public concern such as environmental problems, housing, sewage and water treatment problems, school and governmental problems?
____	____	____	6.	Should the college offer more programs for community entertainment (concerts, plays, etc.)?
____	____	____	7.	Should the college offer more week-end courses?
____	____	____	8.	Should the college offer more technical programs at night?
____	____	____	9.	Should the college offer more transfer programs at night?
____	____	____	10.	Should a major emphasis of the college be to reach disadvantaged students and offer them opportunities for education beyond high school?

12. Check the programs that you would be interested in if offered by the college.

____ 1. Air Conditioning, Heating and Refrigeration
____ 2. Architectural Drafting
____ 3. Auto Mechanics
____ 4. Aviation Administration
____ 5. Banking and Finance
____ 6. Building Trades
____ 7. Chemical Engineering Technology
____ 8. Commercial Art
____ 9. Data Processing
____ 10. Dental Hygiene
____ 11. Diesel Mechanics
____ 12. Electronics/Electricity
____ 13. Fire Science
____ 14. Food Services Management
____ 15. Forestry
____ 16. Furniture Production
____ 17. Graphic Arts
____ 18. Heavy Equipment Operation
____ 19. Horticulture
____ 20. Hotel, Restaurant, Institution Management
____ 21. Insurance
____ 22. Interior Design
____ 23. Livestock Management
____ 24. Merchandising
____ 25. Occupational Health and Safety
____ 26. Para-Legal
____ 27. Physical Therapy
____ 28. Pre-Engineering
____ 29. Quality Control Operation
____ 30. Radiologic Technology
____ 31. Real Estate
____ 32. Security Administration
____ 33. Sewing Machine Mechanics
____ 34. Small Appliance Repair
____ 35. Wildlife Management
____ 36. Other (Specify)_____
_____

13. Would you take any of the programs you checked in Question 12 if WCC offered them?

____ 1. Yes
____ 2. No

If yes, which one(s)?

1. _____
2. _____
3. _____

Example Document 12-6

Student Survey for Vocational Education Planning

The _____ School District is conducting this survey to help determine how student needs can better be met through programs of vocational education. We would appreciate your cooperation in completing this survey form.

1. Grade (circle one): 7 8 9 10 11 12
2. Sex: ☐ Male ☐ Female
3. Race: ☐ White ☐ Non-white
4. Are you enrolled in a vocational course this year? ☐ Yes ☐ No
5. Do you plan to enroll in a vocational course before high school graduation?
   ☐ Yes ☐ No ☐ Unsure
6. Do you feel the selection of vocational courses are adequate?
   ☐ Yes ☐ No
   If no, what other programs or courses do you feel should be offered?

   _____

   _____

   _____
7. What do you plan to do as a career after you complete your education?

   _____
8. Parent's educational background:

Mother	Father	
☐	☐	(1) Not a high school graduate
☐	☐	(2) Graduated from high school
☐	☐	(3) Business school or trade school
☐	☐	(4) Some college
☐	☐	(5) College graduate
☐	☐	(6) Do not know how much education

9. What do you plan to do on a full-time basis during the first year after you finish high school?
   ☐ (1) Work on a full-time job
   ☐ (2) Get married
   ☐ (3) Enter military service
   ☐ (4) Attend college
   ☐ (5) Enroll in business school, trade school, nursing training
   ☐ (6) Other (please specify) _____

ADAPTED FROM PEGGY W. PATRICK, PLANNING VOCATIONAL EDUCATION: A GUIDE FOR LOCAL ADMINISTRATORS. (LITTLE ROCK, AR: ARKANSAS DEPARTMENT OF EDUCATION, VOCATIONAL-TECHNICAL AND ADULT EDUCATION, 1977), P. 18.

10. What do you think your parents expect you to do after you finish high school?
    ☐ (1) Get a job
    ☐ (2) Get married
    ☐ (3) Enter military service
    ☐ (4) Attend college
    ☐ (5) Enroll in business school, trade school, nursing training, etc.
    ☐ (6) They do not care one way or the other
11. Have you had a part-time job during the summers or after school? ☐ Yes ☐ No
12. How much help have the following persons given you in planning your future career? (check one box only for each person listed).

	A great deal	Some	Very Little	None
Parents	☐	☐	☐	☐
Teachers	☐	☐	☐	☐
Counselors	☐	☐	☐	☐
Friends	☐	☐	☐	☐
Other (specify) _____	☐	☐	☐	☐

13. Do you feel you need more vocational information or counseling to help you make better vocational plans? ☐ Yes ☐ No
14. After you finish high school, do you
    ☐ (1) Prefer to remain in the local area
    ☐ (2) Want to move to another part of the state
    ☐ (3) Want to leave the state
    ☐ (4) Don't know
15. Below are a list of vocational programs and courses. After reading through all courses check three courses that you believe represent areas of training that would help you in achieving your career objective. Indicate your first choice with 1, second choice with 2, and third choice with 3. If you have questions, ask your teacher for help.

☐ Agriculture	☐ Food Service
☐ Farm Machinery, Mechanics	☐ Child Care Services
☐ Horticulture, Landscaper	☐ Clothing and Textiles
☐ Business and Office	☐ Health Occupations
☐ Homemaker	☐ Hospitality and Recreation
☐ Construction Trades	☐ Marketing and Distribution
☐ Electronics, Electrician	☐ Advertising
☐ Welding	☐ Automechanics
☐ Cosmetology	☐ Radio and TV Repair
☐ Drafting	☐ Salesperson
☐ Data Processing	

NOTE: The local school district should include vocational programs and courses that best represent the local and area labor market needs. Additional space should be provided to enable students to write in courses that have not been listed.

Example Document 12-7

Parent—Community Survey for Vocational Education Planning

The _____ School District is seeking your opinions regarding our educational offerings so that we might better serve the needs of the community. We would very much appreciate your cooperation in completing this questionnaire. Since your name will not be associated with the answers, it is not necessary for you to sign your name.

1. Sex: ☐ Male ☐ Female
2. Marital Status: ☐ Married ☐ Single ☐ Divorced
3. Economic Status: (Please check one)
   ☐ (1) Above Average ☐ (2) Average ☐ (3) Below Average
4. Age: (Please check one)
   ☐ (1) Young Adult ☐ (2) Middle-Aged Adult ☐ (3) Older Adult
5. Are you a parent of a school age child? ☐ Yes ☐ No
   If yes, please circle the grade level(s) of your child(ren).
   K 1 2 3 4 5 6 7 8 9 10 11 12
6. Please check the following items "yes," "no," or "no opinion."

Yes	No	No Opinion	
☐	☐	☐	1. The curriculum offerings in the school appear adequate.
☐	☐	☐	2. Schools should place more emphasis on preparing students for employment.
☐	☐	☐	3. High school students should be encouraged to seek education past the high school level.
☐	☐	☐	4. It is the primary responsibility of the school to stress proper attitudes and work habits that students should have.
☐	☐	☐	5. Vocational education training should be extensive enough to meet the needs and interests of the majority of students.
☐	☐	☐	6. The school should keep the community better informed about its educational programs.
☐	☐	☐	7. I would be willing to pay more taxes for better vocational education training.
☐	☐	☐	8. All students should have a saleable skill after completing a high school education.
☐	☐	☐	9. Students should be able to attend another school to get training that is not available in their local school.
☐	☐	☐	10. The school should provide more guidance and counseling to a student about his/her future education and career plans.
☐	☐	☐	11. Students should have made tentative career plans prior to entering the eleventh grade.
☐	☐	☐	12. Special vocational programs should be available for disadvantaged students or slow-learners.
☐	☐	☐	13. Too much emphasis is placed on students going to college.
☐	☐	☐	14. Vocational courses should be available for adults in the community.
☐	☐	☐	15. More vocational training would reduce the dropout rate and aid in discipline problems.

7. Overall, how would you rate the education received by students in the _____ School District?
   ☐ (1) Excellent ☐ (3) Average
   ☐ (2) Good ☐ (4) Below Average
8. Circle highest level of education you received for each appropriate level.

☐ Grade School	1	2	3	4	5	6
☐ High School	7	8	9	10	11	12
☐ College	1	2	3	4		
☐ Vo-Tech	1	2				
☐ Other Post-secondary	1	2				

9. Please rank the social and civic skills you believe students should be made aware of in school:
   ___ Etiquette and Manners
   ___ Dress & Grooming
   ___ Individual Creativeness
   ___ Civic Pride
   ___ Music & Art Appreciation
   ___ Written Communications
   ___ Cultural Heritage
   ___ Discipline and Work Habits
   ___ Pleasant Disposition
   ___ Participation in Extra Curricular Activities
10. Please indicate areas of adult education and training that interest you:
    _____
    _____

Adapted from Peggy W. Patrick, *Planning Vocational Education: A Guide For Local Administrators.* (Little Rock, Ar: Arkansas Department of Education, Vocational-Technical and Adult Education, 1977), p. 18.

XII-31

Example Document 12-8

ELGIN COMMUNITY COLLEGE

1976 STUDY OF POST-HIGH-SCHOOL PLANS

****

Please print your name and school:

Last	*First*	*Middle Initial*	*High School*
_____	_____	_____	_____

****

Information about your future plans will help:

- *Your counselor to help you make, complete or act upon your plans.*
- *Your high school consider any desirable changes in its programs.*
- *Your community college offer programs which will meet the needs of your graduating class.*

INSTRUCTIONS

- *Although this form is several pages long, it is planned so that you will answer only questions which apply to you.*
- *Use a PEN to circle ONE choice for each question you answer. Record your answers on this form.*
- *Each question or answer will tell you which question to answer next. For example:*

  If your answer to question 1 is "A", your next question is 3.
  If your answer to question 1 is "B", your next question is 2.

---

1. After you graduate from high school, what will be your major activity? (*Circle ONE*)

   A. Continue my education full-time. (*Go to question 3*)
   B. Get a job and go to school part-time. (*Go to question 3*)
   C. Get a full-time job; no further education planned now. (*Go to question 2*)
   D. Enter military service. (*Go to question 2*)
   E. Other or undecided. (*Go to question 2*)

2. Many things stop people from taking a course of study or learning a skill. Circle the letter of all the things listed below which you feel may keep you from learning what you want to learn. (*Circle as many as apply, then go to question 8*). If you experience none leave blank and go to 8.

   A. Uncertain of my major
   B. Time of instruction
   C. Cost
   D. Types of courses available
   E. Location of classes
   F. Family/personal concerns
   G. Job/work conflicts
   H. Lack of interest in school
   I. Required courses
   J. Other: (*please specify*)_____
   _____
   _____

3. Where do you plan to continue your education? (*Circle one and go to question 4*)

   A. Elgin Community College
   B. At an occupational or trade school - art, business, nursing, etc.
   C. At a four-year college or university
   D. I am undecided
   E. Apprenticeship or other

4. What types of career and educational guidance assistance can you use when you get to college? (*Circle as many as apply and go to question 5*) If none apply, leave blank and go to 5.

   A. Choosing a senior college
   B. Assistance in selecting a career
   C. Assistance in identifying my vocational interests and aptitudes
   D. Improving my study skills
   E. Assistance in selecting appropriate college courses
   F. Obtaining information on grants and scholarships
   G. Assistance in obtaining part-time employment
   H. Other: (*please specify*) _____

   _____

5. What types of personal assistance can you use when you get to college? (*Circle as many as apply and go to question 6*) If none apply, leave blank and go to 6.

   A. Developing my leadership techniques
   B. Clarifying my personal and vocational goals
   C. Understanding my personal growth and development
   D. Developing interpersonal skills to improve my communications with my family and friends
   E. Becoming better informed and skillful about human relations

6. For the following methods of obtaining college credit, which would you choose? (*Circle as many as apply and go to question 7*)

   A. Receiving college credit by examination without taking classes.
   B. Receiving college credit by studying at my own speed.
   C. Receiving college credit for my non-school experiences
   D. Obtaining college credit via newspaper, TV, correspondence study
   E. Obtaining college credit by attending scheduled classes
   F. Obtaining college credit through independent study and periodic meetings with an instructor
   G. Obtaining college credit through a "study contract" between me and my instructor which would tell me about the course. The contract would guarantee me certain skills and knowledge based on my completing the course.

7. If you could schedule your learning activities when they would be most convenient, which of the following would you choose? (*Circle* ONE, *then go to question 9*)

   A. Mornings (8-12 a.m., Mon-Fri)
   B. Afternoons (12 p.m.-5 p.m., Mon-Fri)
   C. Evenings (6 p.m.-11 p.m., Mon-Thur)
   D. Weekends (Fri evenings, Sat. a.m., Sun p.m.)
   E. Combination of A & B
   F. Combination of A, B, C
   G. Combination of A, B, C, D

8. If you were to attend Elgin Community College, in which type of program would you enroll? *(Circle ONE)*

   A. A one- or two-year program leading to transfer to a four-year college or university. *(Go to question 21)*
   B. A one- or two-year occupational program leading to a paraprofessional or technical job. *(Go to question 15)*
   C. Undecided. *(Go to question 15)*

9. If you enroll in an occupational program at Elgin Community College, which field would you choose? *(Circle ONE)*

   A. BUSINESS--preparation for office positions or for middle-management positions in business or industry. *(Go to question 16)*
   B. PUBLIC SERVICE--preparation for positions in the social service field particularly those involving direct contact with people. *(Go to 17)*
   C. HEALTH SCIENCES--preparation for employment as technician or laboratory assistant in health care facilities. *(Go to question 18)*
   D. APPLIED BIOLOGY AND AGRICULTURE--preparation for employment in areas which are applied biologically or agriculturally related. *(Go to 19)*
   E. TECHNOLOGY--preparation as a key member of scientific, engineering and management team in research, design and management occupations including graphic design work. *(Go to question 20)*
   F. TRADES--preparation for craft occupations requiring a high degree of manual or mechanical skill. *(Go to question 20)*

10. In which Business Program are you most likely to enroll? *(Circle ONE, then go to question 22)*

    A. ACCOUNTING (2 yr.)--graduates are prepared to assume positions as accounting trainee, accounting clerk, bookkeeper, etc.

    B. MARKETING MID-MANAGEMENT (1 and 2 yr.)--middle-management positions in department, variety stores, specialty shops, hotels, motels, restaurants and automotive supplier are available to graduates.

    C. SECRETARIAL SCIENCE (1 and 2 yr.)--graduates enter executive, legal, medical and technical secretarial positions in business and industry.

    D. LEGAL AIDE (2 yr.*)--designed to prepare students as technically qualified assistants to a lawyer. May perform such functions as investigation, detail work with probate, tax and searching public records.

    E. GENERAL OFFICE ASSISTANT (1 and 2 yr.)--graduates are trained in many factors of the modern business office and are prepared in a variety of business skills and procedures in order to pursue specialty areas of choice.

    F. MID-MANAGEMENT BANKING (2 yr.)--graduates will be prepared to assume the position of bank management trainee.

    G. RETAIL MID-MANAGEMENT (2 yr.)--graduates are prepared to assume such positions as section manager, merchandise manager, retail sales manager, or assistant buyer.

(Continue on next page)

* Not currently offered at ECC

H. REAL ESTATE (6 credit hours)--Certificate program designed for individuals desiring real estate work in sales and brokerage.

I. UNDECIDED OR OTHER: (*specify*)_____

_____

_____

11. In which Public Service Program are you most likely to enroll? (*Circle ONE, then go to question 22*).

A. CULINARY ARTS (2 yr.)--graduates will be prepared for first cook, second cook, chef junior assistant, sauce cook, pastry cook, and sous chef trainee.

B. FIRE SCIENCE AND SAFETY (1* and 2 yr.)--prepares graduates for employment as a highly specialized and thoroughly schooled fire science and safety technician.

C. GROUP CHILD CARE (1* and 2 yr.)--prepares students to work effectively with young people in child care facilities.

D. JUVENILE CORRECTIONS (1* and 2 yr.)--designed to train men and women to carry out the correction and rehabilitation of delinquent youth.

E. MENTAL HEALTH GENERALIST (1 and 2 yr.)--prepares students for entry into a variety of agencies which provide mental health services.

F. UNDECIDED OR OTHER: (*specify*)_____

_____

_____

12. In which Health Science Program are you most likely to enroll? (*Circle ONE, then go to question 22*).

A. DENTAL ASSISTING (1 yr.)--prepares students to be efficient, skilled members of a well-coordinated dental team.

B. ASSOCIATE DEGREE NURSING (2 yr.)--fully accredited by the National League for Nursing. Students gain experience with patients of all ages in five major medical areas: Pediatrics, Obstetrics, Surgery, Psychiatry, and Medicine.

C. PHYSICAL THERAPY TECHNICIAN (2 yr.)-works in physical therapy unit as a team member who assist patients with muscle, nerve, joint and bone disease or other injuries to overcome the resulting disabilities.

D. UNDECIDED OR OTHER: (*specify*)_____

_____

_____

* Not currently offered at ECC

13. In which Applied Biology or Agriculture Program are you most likely to enroll? *(Circle ONE, then go to question 22.)*

A. AGRICULTURAL CHEMICALS TECHNOLOGY (2 yr.)--for persons entering or currently employed in agri-business or farming.

B. AGRICULTURAL MANAGEMENT AND PRODUCTION TECHNOLOGY (2 yr.)--the graduate will possess the necessary scientific knowledge and agricultural business skills required to operate or manage a farm or to provide agricultural services.

C. COMMERCIAL FLOWER AND PLANT PRODUCTION (2 yr.)--prepares graduates for the management of a greenhouse including the care of many floraculture crops such as cut and potted flowers and bedding plants.

D. FLORAL SHOP MANAGEMENT (2 yr.)--prepares graduates for a career in floral design, sales and merchandising and floral shop management.

E. LANDSCAPING AND NURSERY MANAGEMENT (2 yr.)--prepares students to operate a nursery and develop landscape designs.

F. TURF GRASS MANAGEMENT (2 yr.)--prepares students to manage turf operations in commercial sod production, at golf courses, and for landscape gardening in homes, public areas, and business sites.

G. OTHER: *(specify)* _____

_____

_____

H. UNDECIDED.

14. In which Technology Program are you most likely to enroll? *(Circle ONE, then go to question 22.)*

A. AUTOMOTIVE SERVICE TECHNOLOGY (2 yr.)--prepares students to meet the ever-changing requirements of business and industry and assume well paid positions in the automotive industry.

B. COMPUTER AND PERIPHERAL EQUIPMENT OPERATOR (1 yr.)--graduates are able to enter an area of total computer utilization, an area of computer and supporting peripheral equipment utilization, or an area of total peripheral equipment utilization.

C. AVIONICS (1 yr.*)--graduates will be prepared to service, maintain, and operate aircraft navigational equipment.

D. DRAFTING AND DESIGN TECHNOLOGY (2 yr.)--provides an accepted medium of communication for all phases of industrial, technical, and engineering work.

E. ELECTRONIC DATA PROCESSING PROGRAMMER (2 yr.)--basic understanding of processsing data to emphasis on computer programming languages and systems used in business and science.

F. ELECTRONICS SERVICING (1 yr.)--graduates will be prepared to work with a wide variety of consumer and business electronic equipment including radio, T.V. and musical equipment.

(Continue on next page)

* Not currently offered at FCC

G. ELECTRONICS TECHNOLOGY (2 yr.)--graduates are prepared for immediate employment in the industry at the technician level to serve as a service technician or as a technician on an engineering team.

H. GRAPHICS DESIGN (2 yr.)--prepares graduates for advertising-related occupations in commercial or privately owned agencies.

I. HEATING AND AIR CONDITIONING (1 yr.)--provides the graduate with a highly specialized educational training in heating, air conditioning and refrigeration.

J. MACHINE TOOL OPERATIONS (1 yr.)--graduates are prepared to enter the industry as a machine operator, set-up man, inspector in the machine shop or quality control, or as an apprentice in tool and die making, mold making, or maintenance machining.

K. MACHINE TOOL CAREER ADVANCEMENT PROGRAM (2 yr.)--graduates will normally have completed two years of the required four years of apprenticeship training in any one of the many metal working specialities such as: general machinist, tool and die maker, mold maker, special machine builder, and maintenance machinist.

L. PLASTICS PROCESSING AND FABRICATING (1 yr.)--prepares the student for immediate employment at the operational level of the plastics processing industry.

M. PLASTICS TECHNOLOGY (2 yr.)--prepares the student for first line supervisory positions and management training in the plastics processing industry.

N. WELDING (1 yr.)--prepares the graduate for entry level positions in a variety of manufacturing settings using arc, oxy-acetylene, mig and tig, and other welding processes.

O. UNDECIDED OR OTHER: *(specify)* _____

_____

_____

15. College majors are listed alphabetically below. *(Circle the number opposite your first choice of a major, then go to question 22).*

(1)	Accounting	(13)	Dentistry
(2)	Advertising	(14)	Dramatics
(3)	Agriculture	(15)	Economics
(4)	Anthropology	(16)	Teaching
(5)	Archaeology	(17)	Engineering
(6)	Architecture	(18)	English
(7)	Art	(19)	Finance
(8)	Astronomy	(20)	Geography
(9)	Biology	(21)	Geology
(10)	Botany	(22)	Health
(11)	Business Administration	(23)	History
(12)	Chemistry	(24)	Home Economics

*Not currently offered at ECC

(Continued on next page)

(25) Humanities
(26) Journalism
(27) Languages
(29) Law
(30) Library Science
(31) Management
(32) Marketing
(33) Mathematics
(34) Metallurgy
(35) Microbiology
(36) Music
(37) Nursing
(38) Pharmacy
(39) Philosophy
(40) Physics
(41) Physical Education
(42) Physical Therapy
(43) Political Science
(44) Pre-Med
(45) Psychology
(46) Sociology
(47) Special Education
(48) Speech
(49) Television/Radio
(50) Theatre
(51) Theology
(52) Veterinary Medicine
(53) Other: (specify) _____
_____
_____
(54) I am undecided

16. Which statement best describes how completing this questionnaire contributed to your career planning? (Circle ONE).

A. It made me aware of career choices I hadn't thought about before.
B. It helped me identify or confirm my career plans.
C. It helped me realize that I should make some career plans.
D. It helped me narrow my career choices to a particular field.
E. It did not contribute to my career planning.

THANK YOU FOR YOUR COOPERATION WITH THIS STUDY

SAMPLE LETTER - COMMUNITY

Dear Participant,

You have been selected to participate in the Verde Valley Community Needs Assessment Project for the Verde Campus of Yavapai College. The purpose of the project is to define current community post-secondary educational needs in the Valley. This project is viewed as a systematic way of improving the educational program at the Verde Campus in response to the needs of the community it serves.

Samples of households and businesses will be surveyed by a team of college students and staff. Also, students currently enrolled at the campus, campus faculty, and high school seniors will be surveyed.

Your participation in this project is important and will be appreciated. Unless information is gathered from each participant, a less than complete picture of community needs will be obtained. Your cooperation is essential; your responses are confidential. The report developed from this survey will contain only totals and percentages, for example, 45% of household respondents were males.

If you have any questions about this survey, please contact:

Dr. Frank J. Gose
Institutional Researcher, Yavapai College
Black Hills Drive
Clarkdale, Arizona 86324

Phone: 634-7501

Sincerely,

Frank J. Gose, Ed.D.

Example Document 12-10

SAMPLE LETTER - BUSINESS & INDUSTRY

Dear Sir:

Recently you were contacted by the Wisconsin State Employment Service and the Southwest Wisconsin Vocational, Technical and Adult Education District in regard to a Manpower Needs Survey. As an established employer representing the interests of southwest Wisconsin, your response to this broad based survey will have significant impact upon the utilization of survey data. The information will be used to better inform potential new business, and to plan realistic vocational programs in response to employer needs.

Your assistance is vital to the success of education for employment in southwest Wisconsin. We realize that your schedule is busy, however we are asking your assistance in estimating future employment needs for your business. For your convenience, we have provided a postpaid envelope to remit the completed questionnaire. Please return by March 1, ____.

Be assured that the report information is strictly confidential and will be released in such a manner that data relating to individual companies cannot be identified.

Sincerely,

SOUTHWEST WISCONSIN VOCATIONAL-
TECHNICAL SCHOOL

Daniel J. Wagner, Administrator
Research and Planning

DJW:sk

enclosures

Example Document 12-11

Management Action Plan

Objective Statement:

Tasks	Starting Date	Ending Date	Responsible Person	Milestone
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.

Illinois
State Board of
Education

100 North First Street
Springfield, Illinois 62777

Edward Copeland
Chairman

Donald G. Gill
State Superintendent of Education

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